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BULLETIN
OF THE
DEPARTMENT
OF
SECONDARY-SCHOOL
PRINCIPALS
OF THE
NATIONAL EDUCATION
ASSOCIATION

Issued Five Times a Year
January, March, April, May, and October

OCTOBER, 1928

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BULLETIN NUMBER 23

Secondary-School Administration
Abstracts

THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION

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3129 Wenonah Avenue, BERWYN, ILLINOIS

See Special Notices on Pp. 13 and 14

BULLETIN
of the
DEPARTMENT
OF
SECONDARY-SCHOOL PRINCIPALS
of the
NATIONAL EDUCATION ASSOCIATION

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1928-1929

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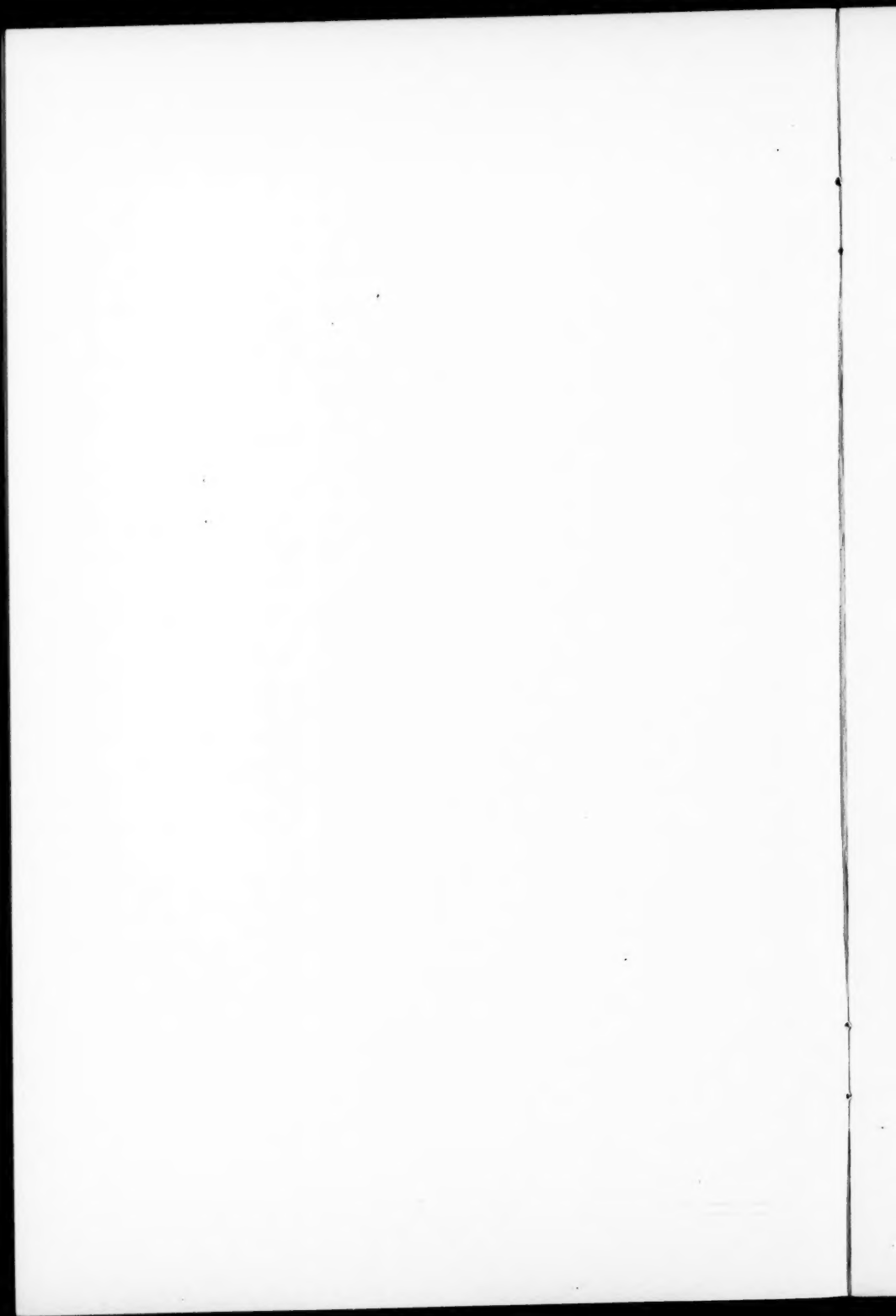
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SECONDARY-SCHOOL ADMINISTRATION
ABSTRACTS

Published under the direction of the
Department of Secondary-School Principals of the National
Education Association with the co-operation
of the Judd Club

The Judd Club is a group of principals of the high schools of the suburbs of Chicago who meet once a month during the scholastic year for dinner and the evening with Charles H. Judd, Director of the School of Education of the University of Chicago. At the meetings administrative problems of the secondary school are discussed.

Members of the Judd Club contributing to this issue:

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All communications for secondary-school administration abstract service should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Executive Secretary of the Department of Secondary-School Principals of the National Education Association.

These abstracts are free to all members of the Department of Secondary-School Principals of the National Education Association.

ABSTRACTS BOOKS

BENNETT, HENRY EASTMAN. *School Posture and Seating*. Boston: Ginn and Co., 1928. Pp. 313.

Whatever the studies of posture may disclose, they are primarily matters that concern the schools. Posture should be esteemed as much for its social and psychological suggestion as for its direct hygienic value. Better appearance as a national ideal is worthy of consideration along with the fact that erect posture is too little appreciated as an index of human wholesomeness, of physical attractiveness, of fitness for parenthood, and as one of nature's dominating influences in sexual selection. In modern sedentary life the posture of sitting is more important than that of standing or walking. Sitting positions unfavorable for vigorous vital processes hamper sustained mental activity and are conducive to many ills and injuries. In every respect they are weak, inefficient, unwholesome, and ungainly. The essentials of erect sitting posture conducive to the minimum of fatigue are: vertical position of the pelvis bones carrying the weight of the body directly on the hip joints steadied and relieved on hard seats by the muscles of the upper thighs, spine functioning as a poised column with muscles short and therefore strong, preservation of the normal inward curve of the spine in the lumbar region thereby preserving the proper support for heavy movable organs, easy backward hang of the shoulders favorable to deep breathing, chest and abdomen expanded but not stuck forward, and head balanced easily. Data collected from measurements made by the author with the support of a well known school furniture company on 3700 children have been interpreted and applied to the designing and use of seats and desks. The requirements for a good seat are: that it be low enough to prevent pressure under the knees, and short enough so that the edge comes within an inch of the under angle of the knee joints, that there be a sitting hollow or scoop and that the back support offer pressure below the shoulder blades. The best seating arrangement with regard to light, heat, and ventilation is considered for installation as well as the needs of schools using movable furniture. There are seats and desks especially constructed for the use of crippled children and those showing tendencies toward lateral curvature of the spine. The problem of school seating is not a simple one: it falls into line with all phases of mental, moral, and physical education which have abandoned the theory that the best development is attained through making the way as difficult as possible. It should be put into the hands of an expert who understands materials and construction, who is in touch with medical and physical education departments, and who has sufficiently wide experience to know educational values from educational fads. The expert should be some one in the school system not a temporarily hired purchasing

agent, since the job of keeping the furniture properly adjusted and meeting the ever changing needs is a continuous one. It is not a matter of buying and installing alone. Since the primary claim of superior equipment is that it helps to make the teaching better, school seating is of major importance in school management and budgeting.

SMITH, HENRY LESTER and WRIGHT, WENDELL WILLIAM. *Tests and Measurements*. Newark, New Jersey: Silver, Burdett & Co., 1928. Pp. 540.

The authors have attempted to cover the whole field of measurement and testing in a single volume. In addition to thirteen chapters devoted to the discussion of the various tests in the different subject-matter fields of both elementary and secondary schools, considerable space is utilized in a treatment of the historical development of educational measurements criteria for evaluating standardized tests, and the problems of reporting and interpreting test scores. Chapters are also devoted to intelligence tests, special-ability tests, and the types of non-standardized tests used in diagnosing and measuring the outcomes of teaching. The volume contains extensive but by no means complete lists of published tests and bibliographical references. In the selection of tests for description and discussion the authors have been guided by the general objectives of the different subject-matter fields, which are stated at the beginning of each of the chapters. The volume represents the most complete treatment of the general field of tests and measurements yet published. Its value lies chiefly in the descriptive accounts of the tests selected.

BRONNER, AUGUSTA F.; HEALY, WILLIAM; LOWE, GLADYS M.; SHIMBERG, MYRA E. *A Manual of Individual Mental Tests and Testing*. Boston: Little, Brown & Co., 1927. Pp. 287.

Mental testing no longer requires justification; the rapid growth of belief in its value has in many ways proved to be well warranted. However, at the present time, two great needs appear: (1) to show that narrow and simple measurements do not offer adequate criteria for judging mental capacities, and (2) to utilize a much wider range of tests. The phrase "competent examiner" necessarily implies thorough training and thorough training means a well-rounded theoretical background supplemented by special study of the field of mental testing, together with sufficient experience in the giving of tests to insure that mastery of the technic of testing, which no amount of reading can supply. Aside from suitable technical equipment, the examiner must also be particularly fitted in personality to win interest and co-operation from the subject. Good rapport is an absolute essential; it is self-evident that responses from an unco-operative subject are entirely meaningless. Before beginning the testing, the subject's interest must be won. It is essential for the examiner not only to have mastered the general technic of testing, but to be thoroughly familiar with the details of each

test that is used. As soon as it is apparent that the subject is fatigued or no longer can be simulated to put forth his best effort, the testing should be stopped. It is inadvisable ever to have a third person present at an examination. For much the same reason it is usually unwise to record in the subject's presence detailed responses to tests or to let him know his record. It is obviously impossible to give directions for every situation that may arise. Tact and common-sense can be trusted to aid in meeting difficulties.

PRINGLE, RALPH W. *Methods with Adolescents*. Boston: D. C. Heath & Co., 1927. Pp. 437.

This book deals with classroom methods and technique as applied to the major high-school subjects. The approach to all teaching problems is psychological. It is assumed that complete success in presenting any subject matter grows out of a full and sympathetic understanding of the nature and needs of the ones taught. Since the purpose of the book is to help high-school teachers in their daily task of stimulating and instructing boys and girls of early and middle adolescence, it is assumed that skillful teaching on these levels must proceed on a practical knowledge of the intellectual, social, and emotional characteristics of youth.

A glance at the table of contents at once reveals the plan of the book. The first chapter reaches the conclusion that, because of the extreme variation in the content and the appeal of each high-school subject, there is a psychology and a pedagogy somewhat peculiar to the different fields of knowledge covered by the various subjects, hence special method is more directly helpful than "general method." The second chapter describes the adolescent intellect, and thus furnishes a point of departure for all succeeding chapters and discussions. The next chapter attempts to present and discuss certain principles and methods that seem to be common to the teaching of all high-school subjects. Then follow three chapters devoted to the nature and the teaching of mathematics, attention being given to the methods peculiar to algebra and geometry. The next three chapters present the status and content of the high-school sciences, the methods suited to the biological and the physical sciences, and the modern aims of science teaching. Two chapters are given to the social science group. Values, aims, and content, as well as methods of presentation, are discussed; and the types of thinking applicable to the study of history are emphasized. The chapter on English composition centers around the theses that the teaching of effective speaking and writing is practically equivalent to teaching clear and effective thinking, and that the work must be so managed as to make the practice in oral and written composition appeal as important forms of expression, something for which the normal adolescent feels urgent need. The chapter on literature as-

sumes that the pupil of high-school age is intensely interested in life, especially its social and moral phases as he sees it around him, and that literature is the highest form in which this life has found expression. The three chapters on teaching foreign languages discuss the place of language teaching in our educational scheme and attempt to select and harmonize the phases of the inductive and the deductive methods with a view to meeting the interests of the group of high-school pupils now in attendance in secondary schools.

During the past two generations there has been a series of educational movements that include critical observation, psychology, measurements, and sociology. "This book is the fruition of this series of movements. Questions of importance are disposed of not on the basis of the consensus of opinion but rather on the basis of the mental characteristics of the adolescent. The materials of instruction as well as the methods involved in presenting them are seen at all times as contributing to the growth and development of the individual pupil."

The book is written for the use of high-school principals who are anxious to help their teachers in service, and for the classroom teacher—whatever his subject—who wishes to understand the aims and methods of the subjects taught by his colleagues and the part that his own subject "contributes toward the entire educational activity and welfare of each individual pupil."

HULL, CLARK L. *Aptitude Testing*. Yonkers-on-Hudson, New York: World Book Co., 1928. Pp. 535.

The most accurate method of determining the aptitude of an individual for a vocation is the test of life itself, but because of the magnitude of the various wastes and losses involved in the method of actual trial more economical methods of discovering latent aptitudes are demanded. The demand has given rise to the modern methods of aptitude prognosis by means of tests.

Human-aptitude testing is performed on the basis of samples, the thing sampled being in most cases human behavior. Methods of mental measurement and guiding principles of experimental procedure perfected by the early experimental psychologists are invaluable to the science of differential psychology upon which the science of aptitude testing mainly depends. The development of the method of computing the correlation coefficient makes it possible to state in definite and objective terms for any given set of data not only that correlations exists but exactly how strong the relation is.

Aptitude differences fall into two distinct classes: (1) The trait is constant but individuals differ in the amount of the trait possessed; (2) The individual is constant but the various traits or

talents possessed by him differ in amount. Among normal individuals in the average vocation the most gifted will be between three and four times as capable as the poorest. There is reason to conclude then that the average individual's best vocational potentiality must be between two and one-half and three times as good as his worst. The significance of this finding to vocational guidance is important.

From the point of view of purpose, tests are of two classes: aptitude tests, and proficiency tests. What is measured by them is not sharply differentiated. This means that tests do not entirely distinguish between the results of training and the results of natural aptitude. Aptitude tests are designed to detect specific or particular aptitudes and general or average aptitudes. The so-called intelligence tests are included in the latter group. Since the psychologists who have evolved the tests have been almost without exception men intimately connected with the schools, the best of these tests are those of average scholastic aptitude. Strictly speaking no specific aptitude exists. The vocational activities which correspond to the most specialized of aptitudes are a kind of average of a person's ability to perform a limited number of fairly distinct activities.

The relative importance of the determining factors in aptitude for success is judged to be approximately: capacity, 50 per cent; industry, 35 per cent; chance or accident, 15 per cent. The problem of generalization versus specialization of traits is one fraught with the greatest significance in connection with the methods, possibilities and future of aptitude prognosis. "Is a man equally industrious in all things or does he have different amounts of industry for different kinds of activity?" Analysis of the several theories decisively indicates that the constitution of aptitudes and tests may best be characterized as a *strict group-factor theory*. (A group factor is understood as one which is a component of a larger or smaller number of aptitudes but not of all.) These group factors unite in various combinations to produce the various aptitudes which an individual possesses. They permit the possibility of finding tests which may correlate with aptitudes and have the added advantage of the possibility that a test may correlate with one aptitude while not correlating with another.

Two considerations of prime importance are involved in the final composition of test batteries: (1) the tests should each correlate as highly with the aptitude criterion as possible; (2) they should correlate as low with each other as possible. If the correlation is less than .50 the battery is practically useless. The forecasting power of the battery is indicated by the correlation between the predicted aptitude and the original aptitude criterion.

The technique for constructing a battery of tests is strictly a scientific procedure. The first step is to make a careful psycholog-

ical analysis of the vocation, the purpose being to discover what traits or characteristics of human behavior lead to success or failure in the vocation. Next, the choice is made of a preliminary battery of tests to measure as well as possible the various pivotal traits derived from the aptitude analysis. The tests are then tried out to determine objectively which tests are to be included in the final battery. The fourth step is the securing of the criterion score. This involves obtaining a quantitative determination of the final aptitudes or vocational proficiencies of the trial group of subjects after they have finished their training. The fifth step is to check the test scores of the trial subjects against their criterion scores. This is done by the computation of correlation coefficients. A vigorous sifting of test units occurs at this point. Finally, the weights to be given the various surviving tests, from eight to fifteen in number, are determined. This is done to determine the way in which the tests may be combined so as to yield the best possible aptitude prediction.

MAGAZINES

HUGHES, C. L. "*A Study of Credit Allowed for High-School Music Instruction*," *School and Society*, XXVII (March 10, 1928), 306-308.

The rise of the importance of high-school music instruction dates from the beginning of the present century. The impetus given to its rapid development after 1906 came largely through the organized effort of the New England Education League in securing the consent of the College Entrance Examination Board for the New England and Middle Atlantic States to add music to its list of subjects, and in June, 1907, the first set of examination questions was issued, including the subjects of music appreciation, harmony, counterpoint, voice, piano, and violin. The data presented show that through the extensive recognition of credit for music work in the school, music is rapidly losing its extra-curriculum character and becoming a regular subject. Time allotment and credit allowance show a wide variation of practice and suggest the need for a more universal agreement as to a basis for assigning credit and apportioning time expenditure to music instruction.

MORRIS, FRANK E. "*Child Guidance*," *School and Society*, XXVII (June 2, 1928), 641-49.

Traditional methods of child guidance present many defects. The ideas, ideal, and purposes of many homes, for instance, come from and refer to a past age, a former world, a disappearing set of problems. Parents too often do not grow with their children. Ignorance, personal prejudice, uncritical personal experience — these hoary foes of enlightenment are found even in connection with

the physical guidance of the child. The only cardinal sins of childhood which perhaps merit punishment are disobedience and lying to escape consequence. It is difficult to say which is worse, wrong discipline or no discipline. Guidance depends upon the most complete, definite knowledge of child nature, and the influences that affect it. Such knowledge must come mainly from the scientists. Guidance necessitates the complete co-operation of parents, teachers, and community, with the scientists.

COWLEY, ELIZABETH B. "*The Challenge of Failure*," School and Society, XXVII (June 2, 1928), 665-67.

Failure may discourage and embitter a pupil and change his attitude toward school. A few failures wisely administered may act as a powerful challenge to certain pupils. Wholesale and indiscriminate failures or unjust failures never serve any useful purpose. Teachers should study the native capacity and acquired habits of each pupil. The teacher should diagnose unsatisfactory work early in the semester, and strive to remove the cause of the difficulty.

SHERMAN, JOHN H. "*Is the Examination Worth Retaining?*" School and Society, XXVII (June 9, 1928), 694-96.

The author will perhaps encounter some opposition to his view that a mark should represent, not a professor's reward to a student for work done, but rather the professor's prediction of what the student will do in the future in a continuation of the work now being rated. He thinks the final examination mark is the best index of a student's worth. When classwork grading is eliminated, the classwork of a student immediately improves, according to Sherman's three-year try-out of his theory. In so far as high school or college aims to prepare the student for practical life, the final examination has validity. Out in life the average man spends most of his time at routine tasks, but once or twice a year there comes the emergency when one must gather together all that one knows, consult all available references or guides, carefully digest all recent experiences and make a decision on which to stand or fall.

SECHEVERELL, MARIAN. "*Creative Work in a Junior High School*," Educational Research Bulletin, VII (May 16, 1928), 217-19.

Change of emphasis from subject matter to pupil will usually result in the development of creative thinking. Creative thinking is sought in Jefferson Junior High School in Cleveland through enrichment classes formed of those whose intelligence score is 130 or above. The creative products are published in the school print shop. Many projects are illustrated by means of "glazed glass

slides, strip films, silhouettes, and pictures." The special creative group ranks 25% higher on drill tests than the upper groups in the school.

DAVIS, H. H. "*A State High School Scholarship Contest for Ohio*," Educational Research Bulletin, VII (September 10, 1928), 257-59.

There is at present a movement to develop scholarship contests in secondary schools. Emphasis for a long time has been placed largely on competition in athletic events. A recent study shows that only nine states of the Union have failed to provide for scholarship contests. The impetus of the scholarship contest movement has come from the state university, the state department of education, or some association established for the specific purpose. English, Latin, mathematics, and history are the subjects most often used for scholarship contests. Many special-subject contests have been in vogue for some time, such as grain and stock judging and typewriting and shorthand contests. The lack of accurate means for measuring contests in the academic subject has been the chief cause of their failure to attain the prominence acquired by athletics and the special subjects. The gains where scholarship contests have been tried are: increased interest on the part of the pupil, better scholarship, better teaching, excellent school publicity, concrete standards for pupils and teachers, scholastic attainment emphasized to the public and to the pupils as well as athletic achievement, and educational emphasis placed where it belongs.

Ohio State University and the State Department of Education of Ohio are planning a state wide high-school scholarship contest for the current year in English, general science, physics, chemistry, history, civics, Latin, French, and vocal music. The high schools will be divided into two classes with 500 pupils as the dividing line. County, and later state contests, will be held. The tests will be constructed by experts from materials sent in by teachers.

ANDERSON, EARL W. "*The Teaching-Load of the Beginner in High School*," Educational Research Bulletin, VII (October 3, 1928), 280.

A study was made of sixty beginning teachers in junior and senior high schools, covering the number of classes taught, the distribution of such classes in the several fields of secondary education and the amount and kind of extra-curriculum work attempted. The results indicate that the beginning teacher "has one chance in four of teaching only in his major or minor fields, one chance in four of teaching only one subject outside of his major or minor, one chance in four of teaching two outside subjects, and one chance in four of being asked to handle three or more subjects for which he

has not prepared in college. There is more than a fifty-fifty chance that he will teach in three distinct fields of subject matter, and one chance in three that he will teach in four non-related or little related fields." Four out of five beginning teachers will have some extra-curriculum duties. The conclusion is that "the graduate with a major and a minor in teaching subjects is only partially prepared for the position he will be called upon to fill."

MILLER, HARRY LLOYD. "*Creating New Patterns*," Journal of Education, CVIII (September 3, 1928), 161.

The task of mass education has brought to our educational system added responsibilities and the need for many readjustments. Our educational procedure has become sadly machine-like; a thing of graphs, norms, and minimum essentials. As a result many educators have followed the student lead in definite aims of education as social and civic rather than intellectual. This is unfortunate as the center of attention in the educative process must always be basically mental growth, without which social or civic attainments will be mere veneering.

WEBSTER, W. F. "*Who Should Go to College*," Journal of Education, CVIII (September 24, 1928), 235-6.

An ever increasing proportion of our adolescent population is to be found enrolled in our secondary schools. These young people are all faced with the question, shall I go to college? In view of the fact that there are many more young people preparing for the so-called profession than the world can use and too few are looking to that labor which the world needs, it is very important that each high-school graduate think the matter through very carefully before he decides to go to college. Only he who is able to benefit by the training given and who has the will to work and the ambition to succeed can afford to spend four years of his life in college.

STANDARD HIGH-SCHOOL PERSONAL RECORD BLANKS

The standard record forms which were approved by the Department of Secondary-School Principals at the meeting at Boston are now being printed on cardboard suitable for vertical filing systems. This card is especially designed for small and medium sized high schools. If there is sufficient demand, the 8½" x 11" form will also be printed on cardboard and on heavy bond paper with a margin in the border punched for use in loose leaf binders.

Space is provided on these blanks for scholarship records for five years. The extra year is included for pupils of four-year high schools who may desire to do graduate work. It is recommended that six year junior-senior high schools use separate cards for the records of the junior and of the senior schools.

When the guidance information called for in the lower right hand corner seems to be of a changeable nature, as would often be true of such items as "Vocational Preference", it is suggested that it be written in pencil so that it can be erased and changed when necessary.

The schedule of prices, postpaid, follows:

Zones	100	200	500	1000
1 & 2	\$1.35	\$2.65	\$4.85	\$8.85
3	1.38	2.70	4.95	9.00
4	1.40	2.75	5.05	9.15
5	1.42	2.80	5.15	9.35
6	1.45	2.85	5.30	9.55
7	1.48	2.90	5.40	9.75
8	1.50	2.95	5.50	10.00

The cards will be shipped on receipt of price, or C. O. D.

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

SPECIAL ANNOUNCEMENT—CERTIFICATES OF
RECOMMENDATION

Hitherto the Certificates of Recommendation have been sent to the members free of charge. The demand for the Certificates is so great that the printing and mailing charges have become a burden to the treasurer. It is reasonable that boards of education should bear the expense of these supplies. The Executive Committee has agreed to furnish the Certificates, postpaid, at the following prices:

Mailing from Chicago	100	200	300	400	500	1000
1st zone	\$.80	\$1.50	\$2.20	\$2.80	\$3.40	\$6.00
2nd "	.80	1.50	2.20	2.80	3.45	6.10
3rd "	.85	1.55	2.25	2.85	3.50	6.20
4th "	.85	1.60	2.30	3.00	3.75	6.45
5th "	.90	1.65	2.40	3.05	3.90	6.60
6th "	.90	1.70	2.45	3.15	4.00	6.80
7th "	.95	1.75	2.55	3.25	4.15	7.00
8th "	1.00	1.80	2.60	3.35	4.25	7.20

The blanks will be mailed on receipt of price, or C. O. D.

BOOK NOTICES OF ACCESSIONS

GENEVIEVE DARLINGTON

HOLBROOK, HAROLD LYMAN, and MCGREGOR, A. LAURA. *Book I. Our Junior High School*. Boston: Allyn & Bacon, 1928. Pp. 211. \$1.20. Guideposts for Junior High School Years, Edited by James M. Glass.

A series of lessons planned for guidance purposes, and designed to bring to boys and girls a clearer understanding of their daily experience. It is arranged in four parts: I. Our new workshop.—II. Our new work.—III. The successful worker.—IV. Choosing my elective work.

BRUCE, GEORGE HOWARD. *Laboratory Manual of High School Chemistry*. Yonkers-on-Hudson, New York: World Book Co., 1928. Pp. 101. \$.76. New-World Science Series, edited by John W. Ritchie.

This manual is comprised of experiments which the average boy and girl can perform with reasonable ease. They have been tested in classes at the Horace Mann School for Boys, Teachers College, Columbia University. Printed in two forms: (1) bound and (2) loose-leaf.

FRYMR, ALICE W. *Basket Ball for Women, How to Coach and Play the Game*. New York: A. S. Barnes & Co., 1928. Pp. 260. \$2.00.

Supplies the need for a book on basket ball for women which includes not only the fundamental and advanced technique, but all points relative to the game on which there has been misunderstanding and controversy.

STALEY, S. C. *Marching tactics for Use in Physical Education*. New York: A. S. Barnes & Co., 1928. Pp. 115. \$2.00.

Mr. Staley, Associate Professor of Physical Education at the University of Illinois, presents material used in his department. The book deals with tactics, procedures, and problems of single line marching, as they might be used in the gymnasium and on the playground in connection with the program of activities in physical education.

HOLMES, HENRY W., and FOWLER, BURTON P., editors. *The Path of Learning, Essays on Education*. Boston: Little, Brown & Co., 1926. Pp. 488. \$1.50.

These essays by college professors, school principals, editors, essayists and business men, will serve as an introduction to the leading problems of modern education and as supplementary reading in normal schools and teachers' colleges.

ADDRESSES
of
PUBLISHERS WHO HAVE CONTRIBUTED TO
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239 West Thirty-ninth Street
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Little, Brown, and Company
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Silver, Burdett, and Company
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